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AUTHOR Pierce, Lorraine Valdez, Ed.

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ABSTRACT

A guide for teachers of nonliterate and semiliterate secondary school students with limited English proficiency (LEP) focuses on techniques for integrating language arts and social studies instruction. It gives basic information for developing learning activities for students with limited educational experience. This includes suggested objectives and strategies for communicating with parents, planning field trips, teaching reading readiness, managing the classroom, and preparing social studies activities. The guide's content was drawn from a high-intensity language program developed for use in Arlington Public Schools (Virginia). The language arts curriculum on which the suggestions are based was developed from topics selected by special needs teachers as essential in content and skill development for beginning literacy LEP students. The reading series used is The Bank Street Readers. The social studies curriculum focuses on concept and thinking-skills development and acquisition of basic social studies vocabulary. (MSE)

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Enrique M. Cubillos, Director
Lorraine Valdez Pierce, Series Editor

ncbe the national clearinghouse for bilingual education

11501 Georgia Avenue, Wheaton, Maryland 20902

Preface

Teacher Resource Guides have been submitted to NCBE by practitioners involved in teacher education, research, and the education of language minority students. These Guides are intended to be practical resource guides on current or innovative teaching practices in bilingual education and in the education of limited-English-proficient students. Every effort has been made to cull the most practical aspects of each curriculum guide and to incorporate these into a concise classroom resource with sample lesson plans or activities.

This year's NCBE Teacher Resource Guide Series revolves around literacy instruction and the integration of language and content-area instruction, areas of particularly high interest to practitioners in the field. Specifically, the four 1987 Guides address: (1) developing materials and activities for promoting English language and literacy skills among young children from non-literate backgrounds; (2) integrating native language, ESL, and content-area instruction in science and math at the elementary level; (3) developing literacy materials and integrating language and content instruction for secondary students with limited formal schooling experience; and (4) approaches to integrating language and content instruction for language minority students.

Lorraine Valdez Pierce
Teacher Resource Guides
Series Editor

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Authors of the *HILT Special Needs Language Arts Curriculum Guide* were: Francesca Reilly-McDonnell (Coordinator), Sharon McCririe, Catherine Pauls, Mary Ulmer, Cornelia Wesson, and Merle Wexler. Authors of the *HILT Special Needs Social Studies Curriculum Guide* included: Victoria K. Ryan-Barr (Coordinator), Rod Baer, Laurie Baker, Jeanine Brundage, Jane Carter, Brenda Hadiji, Sharon McCririe, Kathy Sypula, and Magda Vargas.

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Introduction

The number of nonliterate and semiliterate limited-English-proficient (LEP) students entering public schools continues to grow each year. To better serve the needs of this special student population, funding was requested to establish a Special Needs High-Intensity Language Training (HILT) Program at each of five secondary schools in the Arlington Public Schools during the 1984-85 school year. These classes continue to the present day. The purpose of the HILT Special Needs class is to instruct LEP students in secondary schools *who have 3 years or less of previous schooling and/or who may be illiterate in their native language.* Many of these students may not have been in a school setting before. The HILT Special Needs class is planned to provide these LEP students with survival skills for coping with the American school system, basic literacy skills, and an introduction to oral/aural communication in English. The program consists of a language arts component and a social studies component.

The language arts class consists of a 3-hour integrated daily program with attention given to individualized instruction. The social studies class is part of the content-area component of a 5-hour HILT program. Literacy skills are taught simultaneously with the introduction of oral English. In order to best meet the needs of these students, enrollment is limited to 10 to 15 students per class. Most students remain in these classes for a minimum of two semesters. A native-speaking bilingual aide assigned to each teacher plays a crucial role in facilitating small group instruction.

This guide presents a brief introduction to developing learning activities for students with limited educational experiences. The language arts curriculum is based on 13 topics selected by the 1984-85 Special Needs teachers. The topics selected are considered the most essential (in content and skill development) for the beginning literacy LEP student. The reading series used in this program is *The Bank Street Readers*. The social studies curriculum focuses on concept and thinking/study skills development as well as the acquisition of basic social studies vocabulary.

Included in this guide are suggested objectives and strategies for communicating with parents, planning field trips, teaching reading readiness, managing the classroom, and preparing social studies activities.

Communicating with Parents

Communication with parents is an important part of the teacher's job. In some cases, parents have had little formal schooling themselves. Often they are hesitant about initiating contact with the school. These parents need to be apprised of the services offered by the school, the progress of their child, and the importance of good two-way communication with the teacher.

In most cases, the teacher will need to utilize the bilingual aide, Resource Assistant, and/or other Intake Center personnel. In schools where a

parent training component is in place, communication with parents can be greatly enhanced. It is useful to keep a record of contacts made with the parents. This can be kept in the individual student's folder for future reference.

Some teachers find it useful to issue a periodic anecdotal report card to supplement the official report card. Here, the teacher reports in concrete terms on the strengths and weaknesses of the student.

Field Trips

Field trips into the community are valuable to students with limited educational experiences for the cultural orientation and survival skills they provide. In addition, field trips provide a basis for a wide range of language activities. Students acquire confidence and receive needed practice in moving about in the community, as well as real-life practice with curriculum topics. Often students have non-English-speaking parents who will learn about important community resources from their children.

The language experiences which can be developed from field trips are numerous. Vocabulary and language structures are developed before, during, and after the experience itself. Following the experience, a story is always developed with the students dictating to the teacher. The recorded story is read and reread, and many activities can be done using the story as a text. Students can copy and illustrate the stories, keeping them in a book. Other follow-up activities include collage making, labeling and displaying collected items, letter writing (for thank-you notes), and photo album making.

Suggested Field Trips

PLACE	TOPIC	ACTIVITIES
1. Library: -Students will apply for and receive a library card. -Students will practice library procedures. -Students will be introduced to the children's section of the library.	BIODATA (Note: Students under the age of 14 may need parental permission for a library card. Check with librarian and get the forms signed ahead of time. If you deliver all the filled-out permission and application forms prior to the trip, the librarian can hand out library cards during the tour.)	1. Practice biodata information. 2. Fill out card request forms from the branch library near school. 3. Make map of walking route to library. 4. Practice vocabulary: library, librarian, book, magazine, check-out, due date, fine. 5. Write thank-you notes to librarian. 6. Locate library branch near student's home on map. (Library location maps may be available from librarian.) 7. Write an experience story based on the trip. 8. Discuss and label picture of library (teacher-prepared ditto).

2. <u>Grocery Store</u>: -Students will locate different kinds of foods in the store. -Students will read prices of foods. -Students will ask the location of a desired item.	FOOD MONEY	1. Practice vocabulary for grocery items and money. 2. Role play, asking location of food item. 3. Tape students' dialogues and role plays. Play back and evaluate. 4. Make map of route to store. 5. Make a dittoed checklist of signs and businesses seen en route. (Include some not seen.) Students check off as they see them. 6. Write an experience story based on the trip. 7. Locate store hours posted on door. 8. Practice reading prices in the store. 9. Role play a scenario in a grocery store.
3. <u>Post Office</u>: -Students will ask for stamps and buy one. -Students will tell cost of U.S. first-class stamp and airmail stamp to their country.	BIODATA with Bank Street or Holiday.	1. Make holiday or get-well cards. 2. Practice addressing envelopes. 3. Ask students to bring in stamps from their countries, compare and display. 4. Make map of route to P.O. Students tell others: "Turn right, turn left," etc. 5. Teach how to read stop lights. (Clarify difference between green for cars and green for pedestrians.) 6. Students buy stamps and mail cards or letters to classmates. 7. Write an experience story based on the trip to the P.O. 8. Students bring in cards or letters they have received and read to class. 9. Have a "Design a stamp" contest. 10. Pick up change-of-address forms; explain and practice usage.
4. <u>Fast Food Restaurant</u> -Students will identify hamburger, soft drink, French fries. -Students will order item at counter. -Students will read menu and tell price of food item.	FOOD MONEY	1. Bring in labeled item from fast food restaurant near school (cup, placemat, hat, hamburger box). Discuss favorite fast food places. 2. Make overhead transparency of sample menu from restaurant. Role play ordering and paying for a meal. 3. Walk to restaurant, order and eat. 4. In some places, if you tell the manager ahead of time, he/she will give you a short tour. This may be useful, as many students may later apply for a job. 5. Write an experience story based on the trip. 6. Write a paragraph on "What I had for lunch." 7. Write thank-you notes (if they took a tour).

Other Possible Field Trips:

1. Bank
2. Hospital
3. Nearby park
4. Planetarium
5. Newspaper offices
6. Shopping center
7. Art Museum
8. History Museum
9. Factory/Bakery

Language Arts

A language arts curriculum for students with limited formal schooling can be organized around the most essential topics for basic communication. Thirteen broad topics are suggested here with a full range of listening, speaking, reading, writing, and grammar objectives and activities included for each topic. This scheme was adopted to assist the teacher in organizing and presenting basic material to students with limited schooling. The structure of this curriculum allows for the needs of both the unschooled student and the student who has had this type of material in a native language setting but needs to learn the English vocabulary and structures.

During the first year of the project, teachers observed that students gained confidence with concrete subject matter. Functional language skills evolved through the content of each topic area.

The 13 topic areas are:

1. Survival Skills
2. Biodata
3. Calendar
4. Color and Shape
5. School Facilities
6. Clothing
7. Money
8. Time
9. Health and Emergencies
10. Family
11. Food
12. Home
13. Telephone

These topics are considered essential to survival in the school setting and in the U.S. The teacher can present the topics in any order according to the needs of the students. In addition, more than one topic may be taught at a time. A topic introduced early in the year at a simple level can be reintroduced later with more advanced objectives in a spiral fashion.

The Special Needs class is an open-entry class, and there is wide variety in the backgrounds of the students. This presents special challenges for the teacher. A new student entering midyear will join the topic being studied. However, he/she may need to be given the simplest materials for that topic. A new nonreader will also need to be given independent reading readiness activities by the teacher or aide.

The teacher's aide can be an invaluable resource in working with new arrivals, as well as with those students experiencing difficulty in grasping concepts. Good communication between teacher and aide is very important. The teacher's expectations and directions should be very clearly stated. A reporting system should be instituted so that the teacher is aware of the progress of the students working with the aide. Teacher and aide need to meet together at least once a week (perhaps at lunch) to discuss objectives and progress towards them. One method of keeping in touch is for the team to keep a notebook. Each day the teacher can jot down the particular expectations for that day. Depending on the teaching background and/or activities of the aide, the teacher may specify activities to be used. At the end of the session, the aide writes (in the same notebook) notes about the progress of a student's successes, frustrations, and suggestions for the next day's work. As the student becomes accustomed to the classroom setting and to the sounds of English, he/she will be expected to (and, in most cases, will want to) participate more fully in general classroom work.

Reading Readiness

Before a student can begin to accumulate a sight vocabulary, he/she needs to have some reading readiness skills. Many LEP students who have little or no schooling have few of the prereading skills that American children often bring to school. For this reason students may need a period of readiness instruction such as kindergarten students receive.

Prereading Activities

This section includes suggestions for what to teach prior to introducing students to reading. Students should be able to engage in the following activities:

1. Holding a pencil and identifying the orientation of a sheet of notebook paper.
2. Recognizing left to right/top to bottom/front to back progression.
   - Play Simple Simon using "touch your *right* ear," etc. Students place a book on the right of their desk to give them a reference for "right" as they play the game. If a student still has difficulty, place tape on his right pointer finger.
   - Marching according to the teacher's directions (left or right).
3. Matching pictures that are the same.
4. Matching shapes that are the same.
5. Matching letters and words that are the same. Can use link letters, magnetic letters, letters from magazines, newspapers, or 3-D letters.
6. Using mazes to learn tracking.
7. Completing pictures to match another.
8. Coloring within lines and outlining.
9. Cutting on lines.
10. Cutting and pasting.
11. Sequencing pictures and illustrated sentence strips of daily classroom routine.
12. Looking at books.
13. Learning the alphabet:
    - Identifying letters.
    - Naming the letters from stimuli, both in alphabetical order and out of order.
    - Playing Alphabet BINGO.
    - Chanting the alphabet.
    - Matching capital letters with small letters.
    - Spelling one's own name.
    - Tracing letters.
14. Writing the alphabet:
    - Practicing shapes by tracing letters in the air.
    - Practicing shapes on paper or by using them in a design.
    - Forming letters correctly--height, directionality, relationship to the line.
    - Writing large letters in crayon.
15. Following classroom directions.
16. Matching opposites: Play Concentration.
17. Reciting numbers:
    - Matching or identifying numbers on flashcards.
    - Playing Number Bingo.
    - Doing simple math problems using objects or number flashcards: "How much is 2 + 3?"
    - Matching cardinals to ordinals on flashcards or charts.
    - Identifying students' relative position in a line or row.

Teachers may want to consult the following Prereading Checklist for additional Readiness Skills.

Prereading Checklist*

1. Listening Skills

__Commands (understanding and following)
__Distinguishing phonemes (connecting sounds and letters)
__Auditory discrimination (understanding and recognizing same sound)
__Auditory perception skills
__Demonstrate understanding and use of survival vocabulary

2. Sound-Symbol Recognition

__Recognizing symbols
__Matching symbols
__Knowing oral speech can be written

3. Motor Skills

__Left to right
__Top to bottom
__Fine motor skills
__Large motor skills
__Eye-hand coordination
__Following on a line
__Recognizing upper and lower case letters
__Letter formation

4. Visual-Auditory Coordination

__Correct word order
__Correct punctuation

5. Visual Perception

__Categorizing (same, different)
__Recognizing different sizes and styles of type
__Recognizing punctuation marks
__Recognizing colors
__Recognizing shapes
__Identify items in a picture
__Recognizing that a picture represents a real thing

6. Language Manipulation Skills

__Sentence recognition (statements and questions)
__Producing intonation patterns
__Function words
__Attention span (concentration)
__Using and developing memory

7. Emotional Readiness

__Can work in a group

8. Psychological Readiness

__Positive self-concept

9. Physical Readiness

__General health
__Sight
__Hearing

10. Other

_
_
_

(Visual Perception, continued)

__Recognizing sight words
__Following top to bottom
__Following left to right
__Following hand signals

*This checklist was prepared by Dr. Wayne Haverson of the Adult Education Department of Oregon State University.

Reading Program

Reading in the language arts class should be designed to be taught simultaneously with the introduction of oral English. It can be presented through a four-point program consisting of sight-word recognition, the Language Experience approach, phonics, and a basal reading series. *The Bank Street Readers* basal reading series was piloted by six 1984-85 Special Needs teachers and found to be very effective. Although it is designed to be used at the elementary school level, its pictures show adults as well as children in city settings. The teacher's manual is clear and detailed, with a reading readiness section and helpful phonics suggestions.

Included in this section of the guide are suggestions for using a whole word approach to reading, a Language Experience approach, phonics, and grouping as an effective presentation method for the *Bank Street Basal Readers*.

Strategies for Teaching the Whole Word Approach: Listening/ Speaking

A whole word approach leads to using Language Experience approach strategies to develop reading skills. This approach is consistent with the vocabulary domains and strategies used in beginning classes. It also puts reading in a meaningful context. Suggestions for teaching the whole word approach are:

1. Introduce all material orally.
2. Introduce no more than five new words in a lesson.
3. Focus on one word at a time.
4. Be sure that every vocabulary item has a visual stimulus by using realia, toys, pictures, and other representations.
5. Introduce vocabulary items in context or by topic area, for example: "pencil, eraser, paper"; "hat, gloves, coat"; "spoon, fork, knife."
6. Include as many physical and manipulative activities with realia and pictures as possible, for example: With clothing vocabulary, have students put on and take off clothing items. Ask students to pick out a picture when given the oral stimulus and hold it up or tack it onto a board.
7. Present a picture or situation that places vocabulary items in a larger context. For example: A family eating breakfast or a picture of a human body with individual parts identified.
8. Review and reinforce all previous items before introducing any new material.
9. Check for aural comprehension. For example: Hold up a picture or object and name the item either correctly or incorrectly. Students should respond as to the correctness of the oral stimulus.
10. Check for each individual student's ability to produce a word orally when given the visual stimuli.

11. Give students experiences with classification/categorization activities. For example, the students eliminate a picture or object that does not belong in a group, or when given two or more domains, the students appropriately classify up to five items.

All preceding oral introductory activities should be successfully completed before introducing the written form of the word.

Reading/Writing

12. Present the written form of the word (for example, on a flashcard) simultaneously with the picture or object. (Be sure to select words which have clearly different configurations, i.e., penny, nickel, dime, quarter, dollar.)
13. Display labeled pictures or objects.
14. Direct students to match labels of items to their written configuration by superimposing the word shapes on the label.

Strategies for Whole Word Approach

15. Direct students to form written words given three-dimensional letters of a word and its model (individual flashcards).
16. Include some of the following activities:
    - Trace words in sand or salt, on desk or paper
    - Form letters with pipe cleaners, yard, or clay
    - Cut out sandpaper letters and mount on cardboard--make rubbings from sandpaper words
    - Cut up word cards to make word puzzles
17. Direct students to first trace and then copy on lined paper each word at least five times.
18. Pass out different word cards to individual students. Give simple directions. For example: "Stand up/raise your hand/ sit on the floor, if you have the word *shoe.*
19. Display a chart with selected vocabulary words. Give students oral directions to circle/check/underline/cross out /put a box around a word.
20. Check for word recognition by having students select the correct word card to label a picture.
21. Check for visual memory by flashing a word card for 3 seconds. Direct students to write the word from memory.
22. Have students write words when they are presented orally.
23. Have students write the word when given a visual stimulus.
24. The above strategies can be expanded into using simple sentences. For example: "I have two arms"; "The jacket is blue."

25. Vocabulary Game: Pay Day

Purpose:	Review sight vocabulary
Players:	Two or more
Materials:	Vocabulary words are written on play money of different denominations. Harder words on money with most value.
How to Play:	Shuffle the money. Place in a stack with the sides on which the words are written face down. Players take turns taking a bill and reading the word on it. If read correctly, player keeps the bill. If not correct, bill is placed at bottom of stack. Winner: Player who accumulates the most money.

Use of Reading and Learning Centers

The Special Needs class can include approximately one hour per day of individualized and/or small group instruction. The class can be divided into groups for reading instruction depending on class composition/level. When students are not receiving direct instruction, they should be working on their own at their desks or at a learning center. Use of grouping allows the teacher to focus on individual or small group needs. Since the HILT Special Needs class is composed of students on a variety of levels, the teacher has an opportunity to work with small groups of students at a similar level while the rest of the class is engaged in independent or work-center activities.

Grouping also allows for some student choice and independent learning while teaching good study habits, organization, and responsibility for one's own work. Students learn to follow directions with little or no need to interrupt the teacher. This independence is vital to success in the American school system. Establishing this atmosphere is a priority in the Special Needs class.

Teachers should organize the classroom to include several "centers" or areas where students can work either as assigned by the teacher or when their assigned work has been completed. The teacher must model and teach the correct use of these areas and make expectations very clear. Even students who have had previous classroom experience in their native countries will need to learn how to handle freedom of movement in the classroom in a responsible way.

As a rule, the number of chairs at a center should determine the number of students allowed to work at the center at one time. A "center" can be a desk, two desks back-to-back, a study carrel, a designated spot on the blackboard, a filmstrip projector on a counter near a wall, a pillow on the floor, or some other distinctly designated work area.

Each center should be labeled with a symbol or word. Some teachers find it effective to post a list of areas and/or activities which are permissible in "free time." Some also specify on the chart the maximum number of students allowed in each area at one time.

Suggested Centers/Areas

1. Library Corner (area):
   This area should provide picture books, easy reading books, and magazines for students to read or just peruse. Native language books, if available, may also be included. The teacher may have to "advertise" the books to the students, so that they are aware of and motivated to use this area. The selection of materials should be changed periodically. Pillows on the floor make it cozy. Students' artwork displayed on the wall makes it attractive.

2. Listening Area:
   This can be a carrel or a table equipped with a Language Master machine, a tape recorder/player, individual headsets which can be plugged into these machines, and/or a "listening center" into which multiple headsets can be plugged.

   At the listening center, students can practice and reinforce alphabet, numbers, vocabulary, words, and grammatical structures on the Language Master. Commercially prepared cards can be used, as can teacher-made cards. These are not difficult to make, and, once instructed, students can use the machine independently.

   Tape recorders can be used for listening to story tapes and for recording a student's oral readings from the *Bank Street* reader.

3. Puzzle Center:
   This area provides jigsaw puzzles for motor coordination and perception practice. Puzzles should be easy enough (or with few enough pieces) that they can be completed in a short time. Map puzzles are particularly popular. Again, the teacher must demonstrate use and clean-up of the center.

4. Alphabet/Handwriting Center:
   The center provides paper and dittos for handwriting practice. It can also include a simple child's printing set or sets of magnetic and other manipulative letters (such as link letters) for word-making practice. It could include a mailbox for students to write notes for each other.

Managing Learning Centers

It is essential that each student know what he/she is supposed to be doing during the small group instruction period. If the children are divided into reading groups, the groups should be labeled, and each child should know to which group he/she belongs. Two groups can be working independently while the teacher is instructing the reading group at a reading center. The teacher can explain how the groups work and post group assignments on the chalkboard (either as a list or by actually taping worksheets to the board under the

group name). She may want to have the group sit together for seat work. The reading instruction area should be far enough removed from the rest of the group so that students can learn to work independently without interrupting the teacher. The students must be fully aware of what they are allowed to do when they have completed all assigned work (see section on suggested centers/ areas).

The small group instruction period is greatly facilitated by the presence of a classroom aide. The aide can be used in a number of ways:

- To circulate as a resource person for the groups working at their desks;
- To work with a small group on specific skills; and
- To work in a tutorial situation with a new student or a student needing special help.

A few minutes should be taken by the teacher and the students at the end of the group instruction instruction period to evaluate the working atmosphere of the small group and to collect work that has been independently produced (a teacher may want students to keep individual folders). It is very beneficial to make this review a *daily* practice. Most importantly, it provides students immediate feedback about their classroom behavior and, whenever possible, about their work. In addition, this review enhances the teacher's ability to target problem areas for specific students as they develop.

Content-Area Instruction: Social Studies

In addition to language skills, limited-English-proficient students with limited previous exposure to school also need to begin acquiring concepts in English through content-area instruction. The content-area component of a program designed for the students of the Arlington Public Schools includes a social studies curriculum which has as its main goals concept and thinking/ study skills development and the acquisition of basic social studies vocabulary. Activities and strategies are designed to be multisensory and to appeal to all types of learners.

In this guide, sample social studies activities are included. Each social studies topic area has a list of objectives with corresponding activities and strategies for developing thinking and study skills.

Sample Unit 1

Secondary Social Studies Unit: The Self

Objective: To recognize, name, write, and show on a map place of origin. Place includes continent, country, region, state, county, city/village/town.

Thinking/Study Skills:

- Identify maps and globes (know the difference between the two).
- Identify continents and oceans.
- Use direction words: North, South, East, and West, in relation to countries/continents of origin. Example: The U.S. is north of El Salvador.
- Make a map (to indicate country of origin).
- Define and use social studies terms, e.g., myself, ocean, continent, etc. Students can keep a vocabulary section in their notebooks. New terms can be defined pictorially for assessment of comprehension. This practice should be encouraged for every subsequent unit. Hopefully, the student will begin moving away from picture drawing to writing short word definitions.

Activities:

1. Orally discuss where each child is from. Use a map of the world on the main bulletin board to locate country of origin. Each student's name is up on the board with colored yarn running from his/her name to the place on the map where he/she is from.

   - Give each student a desk map. Have him/her touch it, fold it, and put it inside a notebook. This will get across the idea that maps are flat and two-dimensional.

   - Next, pass around a world globe or several balls and have the students try to do the same thing to the globe as they did with the map. This will show them that globes are round and three-dimensional. Then have the students look at and compare maps and globes. Both represent the world, one as it actually is (GLOBE) and the other to make it easier to locate places (MAP).

   - Use a poster of the world as seen from space.

2. Students draw their own continents using a world map. Then they copy the names of their country, region, village/town, or city. Students write descriptions of their countries. They can tape these descriptions to the map.

   Materials needed: 1 large round blue balloon
   sandpaper
   2 outline maps of the world
   2 colored pencils: blue and brown
   rubber cement

   - Students blow up the blue balloon. They cut out the sandpaper continent shapes from one of the outline maps. They glue the sandpaper shapes onto their balloon globes with rubber cement. They can feel the round globe shape and the contrast of land/water, continent/ocean. Next, they take the other outline map and fill in all the oceans with blue pencil and all the continents with brown pencil. They experience the flat map.

   - Hand out blank world desk maps to students and, using flashcards with the names of the continents, identify each continent. A game can be made of this activity where students are given ten seconds to match the country and continent out of the jumbled flashcards.

3. Send home a map of each student's country of origin with a short questionnaire. Use to make a classroom country-identification book.

Sample Unit 1 (Continued)

4. Using the classroom as a compass, label four students and give them directions, e.g., walk to the south, or ask "Who is north?"

   - "A Living Map"--Label each student with his/her native country and others with the names of continents or the U.S.A. Arrange the students according to the relative positions of countries on the map. Have the native-country student position himself/ herself on the "living map." The teacher can now ask, "Is your country north or south of the U.S.A.?"

5. Chart information about countries, continents, regions, and cities.

6. Make information pyramids or towers where the largest body (i.e., continent) goes on the bottom and the smallest (i.e., city) goes on the top. As student manipulates, he/she provides information pertinent to each level. Example:

   a) Use flat cards, boards on a desk, or magnets on a board.
   b) Use 3-D wooden blocks to illustrate the relationships between state, country, and continent.

Vocabulary:

1. map
2. globe
3. continent
4. ocean
5. north
6. south
7. east
8. west
9. city
10. village
11. town
12. county
13. department
14. round
15. flat
16. land
17. water
18. north of/south of

Sample Unit 2

Secondary Social Studies Unit: The Family

Objective: To recognize that the concept of "family" can have different representations.

Thinking/Study Skills:

- To become familiar with the use of bar graphs;
- To make inferences and draw conclusions from bar graphs.

Activities:

1. Information from family trees can be translated into bar graph format by relating how many families, for example, have single-parent or two-parent homes. Once a bar graph is designed, the following questions might be asked:

   How many households have single parents?
   How many have both parents at home?
   Which category has the most number of households?

   To complete this exercise successfully, students can be taught concepts such as *least*, *most*, *greatest*. A similar activity can be developed on family grocery spending patterns using a bar graph (see Figure 1).

2. Students participate effectively in a small group discussion based on the information presented in the bar graphs. Teachers might want to hand out guiding questions to get the discussion started.

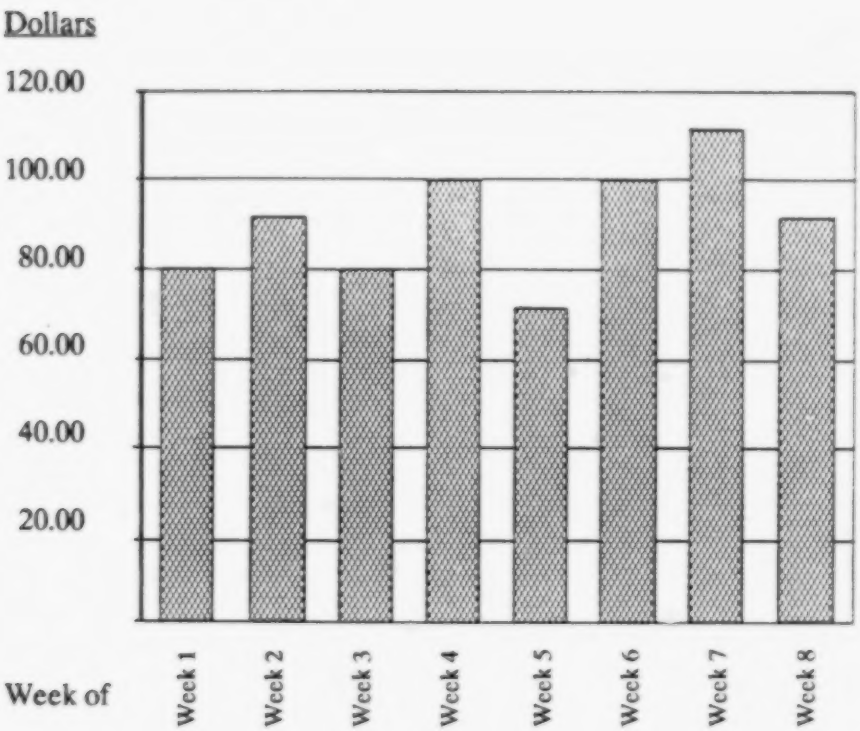
3. Define and discuss the concepts of *nuclear* and *extended* families. (A nuclear family consists only of the father, the mother, sisters, and brothers.)

Vocabulary:

1. household
2. family tree
3. single parent
4. bar graph
5. more, most
6. fewer, fewest
7. extended family
8. nuclear family

Figure 1

GROCERY CHART



The Lopez family has 5 members.

1. Which week did the Lopez family spend the least amount of money on groceries? _____
2. How much did they spend for groceries during the sixth week? _____
3. How much did the Lopez family spend for food during the first week? _____
4. How much did they spend for groceries during the second week? _____
5. How much did the Lopez family spend for groceries during the first month? _____

Sample Unit 3

Secondary Social Studies Unit: Community/State

Objective: To define *community* as a group larger than family, school, or neighborhood, and which also has its own rules. To see that a community is a group of neighborhoods.

Thinking/Study Skills:

- To show the relationship between the self and the family, the neighborhood, and the community;
- To identify rules/laws of a community;
- To show the relationship between the rules of self, family, classroom, neighborhood, and community; and
- To make and interpret charts and symbols.

Activities:

1. Each student makes a figure representing himself/herself and puts it on the street where he/she lives so that all students can see where they live in relation to other students. Put figures of a house with family members by the student's figure of self on the map. The house represents the family, and all the houses together represent the neighborhood. Then show where other schools are or where friends live in other school districts. Mark these on the map. These constitute a *community*. Show that, taken together, an entire suburb or city area is one community.

2. Name rules and laws of your community. For example, laws can be cited which correspond to traffic signals, stop signs, and pedestrian "walk" and "don't walk" signs. Discuss driving regulations (older students may have their own cars). Discuss parking tickets and speeding tickets, such as "how to pay" and "where to pay."

3. Show the relationship between the self, family, classroom, neighborhood, and community rules by designing a pyramid representing the different levels of organization. In the pyramid, a figure of self would go at the top, identified by rules applicable to the individual, such as brushing one's teeth at least twice daily. Next would come the family, with its rules, such as no TV after 10 p.m. The school would be the next level down on the pyramid, with some of its rules, and so on with neighborhood and community. The bottom level, *community*, should be the largest.

4. Categorize a list of facts and/or rules or laws according to whether they apply to self, family, school, neighborhood, or community. Examples:

    1. I have two brothers.
    2. My eyes are brown.
    3. I shop at the mall.
    4. I play with the boy down the street.
    5. There are 15 students.
    6. About 150,000 people live there.
    7. There is a mailbox on the corner.

Vocabulary

1. community
2. regulations
3. pedestrian
4. laws
5. speeding
6. traffic lights
7. legal/illegal
8. to pay

Sample Unit 4

Secondary Social Studies Unit: Geography

Objective: To be able to identify the U.S. as a country and the state in which one lives as one of the 50 states.

Thinking/Study Skills:

- To be able to interpret maps;
- To make and use map symbols;
- To make and interpret charts and symbols.

Activities:

1. Using a blank political map of the U.S., have students locate and color in the state in which they live. Students can be told to staple or tape the map to a notebook. As new states are learned, they can be added to the map.

2. Using desk maps of the North American continent, have the students outline, in color, the border of the continental U.S. and Alaska and "spot check" Hawaii. This is an excellent opportunity to review direction words, e.g., "Canada is north of the U.S.," "Mexico is south of the U.S.," "the Atlantic Ocean is east," "the Pacific Ocean is west." Students can complete fact sheets on the U.S.

   a) Recognize Washington, D.C., as the federal capital vs. students' state capital. This can be done by making a simple chart using the students' own countries or states and their capitals.

Ex.:	Country	Capital City	Year, Population
	El Salvador	San Salvador	
	Peru	Lima	
	Ethiopia	Addis Ababa	
	Pakistan	Islamabad	
	Thailand	Bangkok	
	U.S.A.	Washington, D.C.	

   b) Locate and label Washington, D.C. and state capital with the correct symbols on a map.

   c) Develop a map key on students' map of the U.S. which identifies the federal capital and state capitals.

4. Recognize and understand the colors and symbols of the American flag. This would be a good comparison/contrast activity with flags from students' native countries. Have students discuss the meanings of the colors and symbols of the U.S. flag. For example, students might note that the 50 stars symbolize the number of states. The stars and a blue field originally symbolized a new constellation. The 13 stripes symbolize the 13 original states. The red, white, and blue came from the colors in the British flag. The red also represents the blood spilled in the Revolutionary war.

Vocabulary:

1. geography
2. state(s)
3. border
4. outline
5. state capital
6. federal capital
7. symbols
8. continental

Sample Unit 5

Secondary Social Studies Unit: Geography

Objective: To be able to identify all 50 states using directions and to be able to name the capital of each state and major cities in the U.S.

Thinking/Study Skills:

- To be able to use a map key and legend;
- To be able to use library references and sources;
- To be able to identify and use intermediate directions (NE, SW, NW, SE); and
- To be able to follow oral and written directions.

Activities:

1. The students can begin with the regional states which include the state in which they live. Using color coding, the students can outline and shade the region on their own maps. A key can be designed to match the region shaded. (The teacher can have an overhead projection U.S. map. Using water-soluble pens, he/she can color code along with the students.)

2. The students identify the states in the region by name and shape. This can become a game as the students compete with one another to see who is the one to get the most correct. A variation could be the teacher asking a student to find "Texas" on a projected blank map with only ten seconds to do it.

3. Use U.S. map puzzles/games.

4. A student can choose a state from the region studied and do a short research project on it.

5. Once all the regions are learned, the students can use their maps to answer questions such as "Which region(s) is(are) in the east?" "Which states are on the west coast?" and follow directions such as "Write the names of the states located in the northeast part of the U.S." Review intermediate direction points for this. (Note: When the exercises are over, the teacher can point out that they have just finished constructing a political map of the U.S.A.)

6. The students can learn to distinguish the state capitals from other major cities. This can be done by constructing a chart comparing characteristics of a capital city and noncapital cities. The teacher can choose the home state or any other state/major city familiar to the students.

A. Example: Capital City	B. Major Noncapital City
1. governor's mansion	1. big buildings
2. capitol building	2. museums
3. state assembly	3. large banks
4. government offices	4. industries
5. state supreme court	5. traffic jams
	6. entertainment

The teacher can demonstrate to the students that the characteristics in section B can fit into section A; however, those in A will not fit under B.

Vocabulary:

1. region
2. northeast
3. northwest
4. southeast
5. southwest
6. coast
7. names of all 50 states
8. names of capital cities
9. names of major noncapital cities
10. political map

Sample Unit 6

Secondary Social Studies Unit: Geography

Objective: To identify the major land and water forms found in the U.S.A.

Thinking/Study Skills:

- To be able to identify color symbols on maps;
- To be able to interpret map symbols;
- To be able to identify and locate continents, oceans, and other features; and
- To be able to compare maps and draw inferences, e.g., "No, I cannot travel from Arizona to Idaho by boat. I can travel by car or train."

Activities:

1. This is a good subject for a magazine-scavenging/collage-making activity. Students can hunt through magazines for photo samples of land and water forms, e.g., lakes, rivers, plains, valleys, etc. These can be cut out and pasted on a poster which depicts various forms of land or water.

2. a. On a blank map of the U.S. with water forms indicated, the students can color in the land areas, as seen on a physical wall map of the U.S. They can also use designated symbols. Maps can be done on thin tracing paper. The students can then place these maps over their political maps and see the relationship between the land features and the names of the regions, e.g., "The Great Plains States," "The Rocky Mountain States," etc.

   b. Students can identify the major river systems indicated on a map, e.g., the Mississippi, Ohio, Rio Grande, Missouri, and local ones (if these are visible on the map); the Great Lakes (Ontario, Superior, Huron, Erie, and Michigan); the Gulf; and bordering oceans.

3. Tracing paper is recommended for making a map to be overlaid on the student-made political map. The teacher could ask such questions as "What states border Lake Ontario?" "Could you travel from Louisiana to Kentucky by boat?" "Could you travel from Arizona to Idaho by boat?" At the end of these activities, the teacher can point out to the students that they have just finished preparing and working with a U.S. physical map.

Vocabulary:

1. mountains
2. plains
3. hills
4. valley
5. flat lands
6. lakes
7. rivers
8. gulf
9. ocean
10. waterfalls
11. physical map
12. political map
13. deserts

Sample Unit 7

Secondary Social Studies Unit: Geography

Objective: To recognize that the U.S. has rules called "laws."

Thinking/Study Skills:

- To classify can do/can't do activities in chart form;
- To show relationship between cause and effect;
- To compare the U.S. democracy with other forms of government;
- To compare communist/democratic forms of government to generate sentences like, "In the U.S. the people make laws," "In Afghanistan the people can't (don't) make laws"; and
- To compare U.S. laws with those of other countries.

Activities:

1. Conduct a discussion about things we can and can't do in the U.S. Review difference between rule and law.

2. Draw a pyramid depicting various levels of government and rules (laws) applicable to each level, i.e.,

3. Explain that we pay taxes when we earn money. Use illustrations to show what the government does with tax money (roads, military, Medicare, President's salary, national parks).

4. Explain that we have a military to protect the country in case of war and that boys over 18 can join the Army, Navy, or Air Force if they want to. They don't have to; there is a law which makes joining voluntary. Discuss military benefits: pay, education. Make comparisons between military obligations and benefits in U.S. and other countries. Name countries where military is obligatory.

5. Explain that the President is the head of the military as well as of the country. People from all 50 states come to Washington to make laws, which the President may or may not approve.

6. Talk about types of laws the American people make:

   - People can move and live wherever they want;
   - All children 16 and under must go to school;
   - Vehicles must not go over 65 miles an hour on highways;
   - People may not throw trash on highways.

   List these laws on one side of the board; then, on the opposite side, list laws students are familiar with from their own experience or in other countries.

Vocabulary:

1. rules
2. laws
3. taxes
4. cause/effect
5. military
6. obligatory
7. salary/pay
8. benefits
9. democracy
10. communist

Conclusion

The HILT Special Needs classes initially funded by Title VII have been institutionalized in the Arlington Public Schools. These classes have been successful in preparing illiterate and semiliterate students for participation in the larger HILT classes for beginning students.

Teachers have identified several factors which have been critical to the success of these classes. Among these are:

(1) Reduced class size;
(2) Modified curriculum;
(3) Modified scheduling (three-period block with one teacher);
(4) A bilingual teacher's aide for each class;
(5) Regular support meetings for teachers and aides; and
(6) Fall and spring parent-teacher conferences.

The HILT Special Needs Project Staff would hope that this Teacher Resource Guide will be useful to other school districts serving students having similar backgrounds.